

PHIOPHESSE

Dayton

to



Bureau of Municipal Research, Dayton

# OVER-AGE AND PROGRESS

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## IN THE

# Public Schools of Dayton

### 1913 - 1914

REPORT BY THE  
BUREAU OF MUNICIPAL RESEARCH  
DAYTON, OHIO  
*October, 1914*

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## **FOREWORD**

**A**T THE request of Superintendent E. J. Brown of the Dayton schools, the Bureau of Municipal Research has made a second study of "Over-age and Progress." Owing to the closing of the schools during the year 1912-13 when the first investigation was made, it is felt that this year reflects more normal conditions.

As was stated in the previous report, the findings and recommendations are based solely upon detailed information furnished for this study and reveal existing conditions only, indicating, however, where further intensive investigation should be made. The supporting statistics have not been published, but have been supplied to the Board of Education.

The tabulation of material, and the writing of the entire report was done by Mr. Arch M. Mandel, assisted by Miss A. Irene Dilks and Mrs. Paul Illman, of the Bureau staff.

The Board of Education is to be commended upon the progressive measures undertaken in the past year,—the installation of over-age classes; a co-operative system of industrial training; and a visiting nurse for following up medical inspection. These innovations will give material aid in solving some of the more serious educational problems.

## SUMMARY OF FINDINGS

Late entrance to school is responsible for the greater part of the over-age in Grade I., and creates a group of pupils which lays the foundation for the increasing over-age in subsequent grades. From permanent individual records, those pupils owing their over-age to late entrance could be determined

Over-age decreases after Grade V., because the over-age pupils, at this time, tend to drop out

Pupils two and three years over-age for their grades are deprived of a complete elementary school education because they drop out before the end of the course is reached

Annual promotions and the custom of enrolling children but once a year tend to increase the number of pupils entering Grade I. at a late age

The comparatively large number of 6-year-old pupils dropping out of school is another factor increasing over-age in Grade I. These pupils re-enter school at a later period and are then over-age for the grade

Excessive absence and large classes are the important causes of the low rate of promotion in Grade I. The number of promotions are reduced considerably by irregular attendance

The rate of promotion among the over-age pupils is less than that found among either of the other two groups of children. The contemplated special classes should aid materially in remedying this condition

Eight hundred and eleven pupils this year were found to be in their grades two years—the result of one non-promotion. Under a system of semi-annual promotions these children could have been saved one-half year each

Judging from the fact that every sixth child is absent more than 50 half days out of the school year, and from the number of younger children dropping out for such causes as indifference, the truancy methods are either ineffective or inadequate

In the four upper grades of the Patterson School where promotions occur semi-annually, the conditions of over-age, progress and promotions are more favorable than in the four upper grades of the other schools

The consistently favorable showing made by such schools as the Van Cleve and Longfellow indicates that the school course as it is now constituted, seems adapted to the needs of a standard type of child. Normal conditions in each school vary inversely as the number of standard type of children

## SUMMARY OF RECOMMENDATIONS

An effort should be made to have children enrolled in school at the sixth birthday or as soon after as possible

Entrance to the schools in February should be encouraged

Cases of absence and dropping out in Grade I. should be given special attention

Classes in Grade I. should be reduced in size so that progress of pupils may be facilitated

Parents should be encouraged to send children under six to the kindergarten. This will insure their entrance to Grade I. at six and will also tend to familiarize the children with school methods

Permanent record cards should be installed in all schools

Co-operation should be established between the schools and social agencies of the city, in order that the effect of unfavorable home and neighborhood conditions upon the work of the child in school may be minimized

Some person should be delegated to interpret principals' reports and make investigations of any problems they may present

Intensive studies should also be made to determine the fundamental causes underlying the wide variations among the schools in the degree of over-age, non-promotion, absence and dropping out of pupils. Provision should be made to meet the special conditions. Such studies in some cities is the work of a definite bureau of reference within the school system

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In connection with the first recommendation, it should be stated that a child does not come under the provisions of the compulsory education laws until it is eight years of age. The laws should be amended to include children six years old

It is suggested (if not already in progress) that a movement be started for an inter-city transfer system. Notification of the arrival of a child in a city will facilitate its prompt enrollment in the schools. Also full knowledge of a new pupil's characteristics would aid materially in placing a child where its needs will be met adequately

## AGE-GRADE STANDARD

Under the Ohio compulsory education law, children physically and mentally sound, between the age limits of eight and fifteen for males and eight and sixteen for females, must attend school. It is, however, recognized that the elementary school course should for practical reasons commence at six years of age.

Accordingly the following age-grade standards have been adopted for this study:

Grade	Age Limit For Entering	Age Limit For Completing
First -----	6 to 7 years	7 to 8 years
Second -----	7 to 8 "	8 to 9 "
Third -----	8 to 9 "	9 to 10 "
Fourth -----	9 to 10 "	10 to 11 "
Fifth -----	10 to 11 "	11 to 12 "
Sixth -----	11 to 12 "	12 to 13 "
Seventh -----	12 to 13 "	13 to 14 "
Eighth -----	13 to 14 "	14 to 15 "

The ages were taken as of September 1st, 1913. Based upon the above limits for entering and completing a grade, the relation of the age of a child to the grade is determined.

In strict accord with this standard for beginning the school course, a child should enter at six years of age and complete the eight-year course at fourteen. Obviously, it is impossible to have a condition where the beginning of a term will coincide with the child's sixth birthday, and so permit of entrance to school on that date; but it is practicable for every child to enter Grade I. between its sixth and seventh birthdays, and to complete the grade between its seventh and eighth birthdays. The second grade would then be entered between seven and eight and completed between eight and nine and the eighth grade would be commenced between thirteen and fourteen and completed between fourteen and fifteen.

With semi-annual promotions the age limit for completing the elementary school can be reduced from fifteen to fourteen and one-half years, for under this system the age limit for entering the first half year of Grade I. is  $6\frac{1}{2}$ , making it possible to complete Grade I. between 7 and  $7\frac{1}{2}$ . Grade II. would be entered between 7 and  $7\frac{1}{2}$  and completed between 8 and  $8\frac{1}{2}$  and Grade VIII. would be commenced between 13 and  $13\frac{1}{2}$  and completed between 14 and  $14\frac{1}{2}$ . However, since Dayton is operating under the system of annual promotions, 15 years is considered as the age limit for completing the elementary school.

## DETAILED REPORT OF FINDINGS

### ENROLLMENT

In 1913-14 the total net enrollment in the regular grades of the Dayton elementary schools was 13,439 pupils. This discussion of over-age, progress and promotion in the grades, deals with 13,082 children—the 357 pupils in the four upper grades of the Patterson school having been given separate consideration. In the findings for the schools, these four grades are included.

Two facts in the enrollment bring out the purposes and significance of an over-age study. They are,—first, that Grade VIII. has 1,050 pupils, second, that Grade I. in 1905-6, which is the eighth grade considered in this report, in its eight year progress thru the school course lost 574 pupils or 35 out of every hundred children who originally entered the grade in 1905-6. This statement should be qualified by noting that some of the children in Grade I. in 1905-6 were held over from the year before and should be considered with those beginning the year before in any estimate of dropping out. However, the fact remains, whether due to non-promotion or dropping out, that there are 574 less pupils in the grade at the end of its school course than there were at the beginning. It must also be remembered that in the floating population, the composition of any class would change materially in eight years, and that in a growing city like Dayton, the dropping out would tend to be neutralized by the increase in the population.

Why this "Educational Fadeaway"?

The ultimate problem is to find a definite and accurate answer to this question. To furnish a clue to the solution of this problem is the object of the present study.

### OVER-AGE

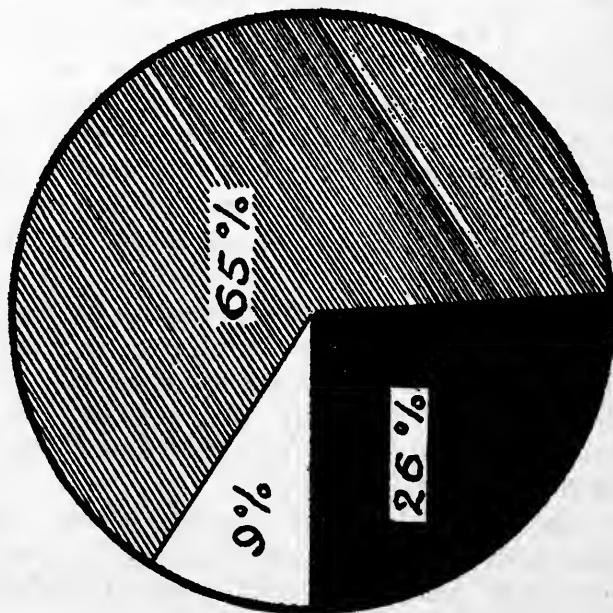
Of the 13,082 children under consideration, 936 or 7 out of every hundred children are found to be younger than the normal age for their grades; 5,643 or 43 out of every hundred are of normal age and 6,503 or 50 out of every hundred children are older than the normal age for the grade.

Lacking a basis for comparison with other cities it cannot be stated definitely that this condition in Dayton is exceptional, but certainly it is not a desirable state of affairs to have 13 out of every hundred pupils from one to two years older than normal for their grades, 6 out of every hundred from two to three years and 3 out of every hundred over three years above the normal age for their grades.

Should all these pupils, mentioned above remain to complete the whole school course, they will be from sixteen to eighteen years old at the time of graduation, provided they make normal progress. Facts

*PERCENTAGE OF CHILDREN ACCORDING TO AGE GROUP*

*AT TIME OF ENTERING  
GRADE I 1913-14*



*IN WHOLE SCHOOL SYSTEM  
1913-14*



*UNDER NORMAL AGE*

*NORMAL AGE*

*OVER NORMAL AGE*

indicate, however, that these over-age pupils drop out before reaching Grade VIII. and are therefore deprived of a complete common school education.

In 1912-13, 42% of the pupils were older than normal for the grade and this year 50% are above the normal age—an increase of but little less than 20%. This year, as was the case in 1913, over-age is at a minimum, 36%, in Grade I. and reaches the maximum, 61%, in Grade V., after which time the over-age children tend to drop out, reducing the percentage of these pupils in the three upper grades.

Working upon the theory that conditions for the various years are approximately similar, the high rate of over-age in Grade V. does not seem extraordinary, but is an inevitable outcome of conditions existing in Grade I.

An analysis of the figures for the latter grade shows that of the 36% over-age found, 21% was due to late entrance to school; the other 15% were holdovers from 1912-13, but even of this 15%, one-third owe their over-age primarily to the fact that they came into the grade older than the normal age at the time of entrance.

Employing as our basis the 2,006 children who entered Grade I. during 1913-14, (i. e. excluding "holdovers") instead of 2,406, the total number of children in Grade I., we find that approximately 26% or one out of every four of the new pupils in Grade I. were over-age when they entered. Stated in another way, it means that 518 pupils in 1913-14 commenced their school course above the normal age, and even with normal progress could never be of normal age for any grade during their entire course.

With this amount of over-age as a nucleus, to which holdovers will of necessity be added from year to year, naturally the amount of over-age becomes excessive by the time the class reaches the upper grades.

Another cause contributing appreciably to over-age is the retardation of pupils. This is especially true for Grade I. where 12% or one out of every eight children failed of promotion and 17% or every sixth child was a repeater. Why such is the case is discussed under "Promotion and Non-Promotion." Pertinent to this question is the fact that in this grade is found also the highest rate, 35%, for classes having more than 50 pupils, and the lowest rate for classes having less than 40 pupils.

A third factor to be considered in this problem is the dropping out of pupils. Studying the causes of dropping out by ages, we find that of the 6-year-old children in school this year, 46 dropped out because of illness in the family, 42 because of physical defects and 21 because of indifference. These children were in the first grade, and with the exception of those having permanent physical defects will probably return to school, to re-enter Grade I. when they will be seven years of age and older than normal for the grade.

From the foregoing it becomes apparent that if conditions are remedied at the very beginning of the school course, over-age may be reduced materially. To this end it seems advisable—

- That an effort be made to have children enrolled in school upon reaching the age of 6.
- That parents be persuaded to enter their children in February and not wait until the following September, thereby losing one-half year
- That measures be taken to increase promotion in Grade I.: by reducing the size of the classes in this grade, by giving special attention to pupils who do enter at a late age so that rapid progress may be made by them
- That the dropping out in Grade I. be given marked attention to eliminate such causes as indifference; to follow up physical defects and to secure at the earliest date, the return of children at home on account of illness in the family

The tabulations show that the greatest amount of over-age is found in Grades IV. and V., and that the heaviest dropping out occurs after Grade V. from among the over-age pupils. With these facts as evidence, it may be affirmed that prevention of over-age in the lower grades would result in a longer school course for the children who are from two to three and more than three years above the normal age for the grade and who drop out from Grades V., VI., VII.

## **PROGRESS**

As was the case in 1913, the largest number and highest percentage of repeaters are in Grade I., where 17 out of every hundred have been in the grade over a year. With the exception of the sudden drop in Grade II. to 6%, the number of repeaters decrease gradually from 9 in every hundred children in Grade III. to 1 in every hundred in Grade VIII. This decrease in the upper grades is evidence of the fact that the habitual repeaters drop out as the higher grades are reached.

Of the slowly progressing pupils 811 or 75% were in the grade two years—the result of one non-promotion. Under a system of semi-annual promotions these children could have been saved at least one-half year each.

## **PROMOTION AND NON-PROMOTION**

Again Grade I. comes to the front with its 76% of promotions, the lowest to be found in any of the grades, and 12% of non-promotion, the highest for any of the grades. Grade VIII., on the other hand, has the highest promotion rate, 92%, and the lowest of non-promotion, 1%.

It is interesting to note that similar conditions existed last year. Grade I. had a promotion rate of 75% and Grade VIII. one of 91%. Both years show a sudden rise in Grade II., then a decrease to Grade V., where with the exception of Grade I. the lowest rates are found.

**PROMOTION RATE**

	<b>Grade I.</b>	<b>Grade II.</b>	<b>Grade V.</b>	<b>Grade VIII.</b>
1912-13 -----	75%	89%	84%	91%
1913-14 -----	76%	88%	82%	92%

It seems that the cumulative affect of over-age and slow progress is reached in Grade V., after which the dropping out of the so-called backward pupils leaves a residue of children in Grade VIII. who are normal in age and ability. It is not surprising, therefore, to find that only one out of every hundred pupils in Grade VIII. failed of promotion both in 1913 and 1914. It appears to be a case of the survival of the fittest.

On the other hand the low rate of promotion and correspondingly high rate of non-promotion in Grade I. is a matter demanding special consideration. It is here that a foundation for the over-age of the upper grades is laid, and it is the results at this time which decide in a large measure how many children will complete the elementary school course.

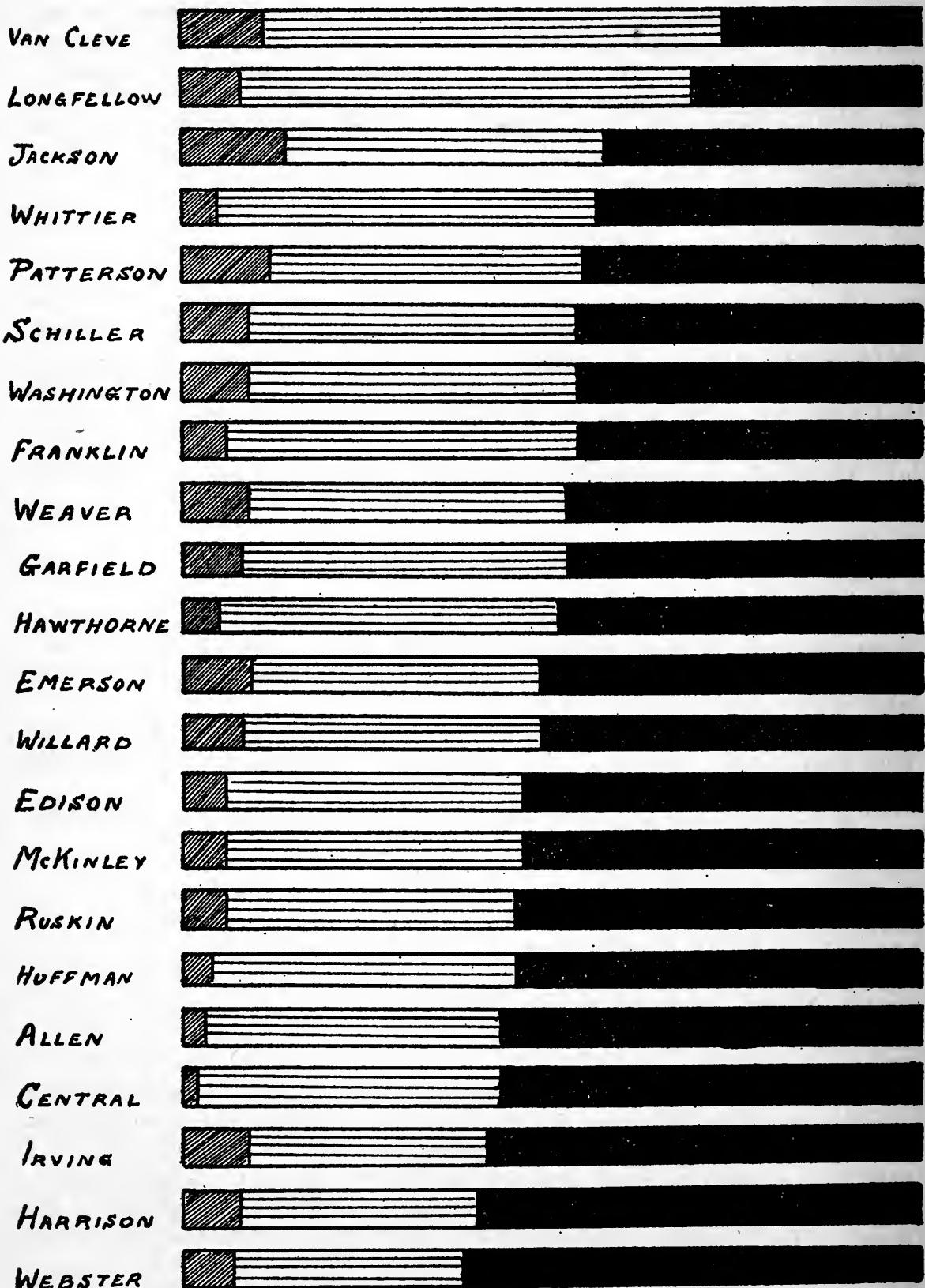
To which of the three standard causes for non-promotion in Grade I. is the local condition due? Is it due to the fact that the child because of its age and unfamiliarity with educational processes cannot learn readily; or that not sufficient attention can be given the individual, because of large sized classes? Or is it due to irregular attendance?

An analysis of promotions according to the age groups shows that in Grade VIII. among the children who are below the normal age for the grade, 96 out of every 100 were promoted and in the normal group 97 out of every 100 pupils were promoted—from which fact it may be inferred that thirteen years, the normal age for entering this grade is a practicable standard. Working down the scale to Grade I. we may assume that six years is a proper standard for this grade. It seems, therefore, reasonable to expect for Grade I. that more than 75 out of every hundred normal aged pupils should be promoted, and assuredly more than 79 out of every hundred children in the older than normal group, as is the case now.

Additional support to the fact that immaturity is practically a negligible factor in non-promotion is furnished by calculating the promotion rate without considering the "younger than normal" group. When these pupils—182 in number, are eliminated and the 2,224 normal and "older than normal" children are used as a basis, it is found that the promotion rate for Grade I. becomes 76.57%. The rate including all age groups is 76.1%—.47 less than for the normal and older than normal groups alone. Immature children may therefore be credited with reducing the promotion rate of Grade I. by less than  $\frac{1}{2}\%$ .

Absence of pupils and oversized classes, on the contrary play a considerable part in reducing the promotion rate of pupils. Of the children attending regularly in Grade I., 82 out of every hundred are promoted, while among the pupils who are absent more than 50 half days only 60 out of every hundred are advanced. Elimination of the latter group

# PERCENTAGE OF PUPILS ACCORDING TO AGE GROUP IN EACH SCHOOL



would raise the promotion rate of Grade I. from 76% which it now is to 82%—showing that at least 6 children out of every hundred fail because of excessive absence.

A study of the promotion rates in the different sized classes reveals the fact that in classes containing less than 40 pupils, 85 out of every hundred children are promoted, in classes having from 40 to 50 pupils, 76 out of every hundred are promoted and in classes of over 50 pupils, 73 out of every hundred are promoted,—12 less advanced out of every hundred children in these large sized classes than in classes having less than 40 pupils.

## NATURE OF FAILURES

With the exception of Grades I. and II. mathematics is the chief cause of failure among pupils. In the first grade 98 out of every hundred failures occur in language. In the Edison school, the failure of 23 Hungarian children in Grade I. was due to unfamiliarity with the English language. Six of these children in all other respects were ready for Grade III.

For all the grades combined, out of every 100 failures, language constitutes 38, mathematics 43 and the informational subjects 19.

## DROPPING OUT

From September 1913, to June 1914, 1,057 pupils (including Patterson School) or approximately 8% of the total net enrollment dropped out of the Dayton elementary schools. These children did not re-enter any other school during this time.

Of this 1,057, 75% dropped out in the first five grades, 63% in the first four grades. Grade V. which appears to be the crucial point in the school course contributed 12% of the total.

A study of the principals' reports to the superintendent, giving the causes for this dropping out, shows the following:

Physical Defects	138
Illness in Family	106
To Go to Work	82
Indifference	51
Financial Condition at Home	23
Mental Incapacity	14
Refusing Vaccination	12

In addition to these the report shows 1,067 children who left the city—a great number of whom probably re-entered other schools and are not therefore here considered as having dropped out.

An analysis of these causes according to the ages of the children shows that exclusive of those going to work and of those kept out on account of the financial condition of the family, the dropping out is heavier

at the age of six than at any other time. The children at this age make up 43% of those dropped out on account of illness in the family; 30% of the children who dropped out on account of physical defects; 71% of those dropping out on account of mental defects, and 40% of the pupils whose dropping out was due to indifference.

As stated under the discussion of over-age these children returning to school to re-enter Grade I., contribute to the over-age problem in that grade and lay the basis for over-age in subsequent grades. It becomes evident, therefore, that while careful study should be made of all children dropping out, special attention be given to those in Grade I. Thorough investigation of each case should be made to determine:

Whether illness in a family necessitates keeping a child out of school the remainder of the year

Whether the physical defects are being given proper attention by the parents in order to allow the child to continue with its studies

What is being done, or what can be done, for a child mentally deficient

Why a child especially one of six or seven is indifferent in its attitude towards the classroom. Is it the fault of the school or the child? A normal child under proper conditions, it seems, should be interested in attending school,—for the company of other children if for no other reason

There seems to be no way out of the dilemma which causes children refusing vaccination to drop out of school. They are not permitted to attend school unless duly vaccinated, yet these children cannot easily be compelled to submit to vaccination.

## ABSENCES

An absence of 50 half days for the whole school year was decided upon as a sufficient length of time to affect the promotion of a pupil. Over 15% of the net enrollment or 2,036 pupils were absent more than 50 half days or over one school month.

This finding becomes significant when notice is taken of the fact that for all grades combined—out of every hundred children absent more than 50 half days, only 67 were promoted; 18 failed of promotion and 15 dropped out, while among those absent less than 50 half days, 87 were promoted, 6 failed and 7 dropped out. The most marked difference between these two classes of pupils is found in Grade VIII., where 65 out of every hundred pupils absent more than 50 half days were promoted and 34 dropped out, while among the more regular attendants, 94 out of every 100 were promoted and 5 dropped out.

In Grade I. it was found that 25% of the pupils or one out of every four were absent more than 50 half days, the highest rate for any of the grades.

Since it is important at this stage of the school course to eliminate, as far as possible, all elements which in any way might contribute to slow progress, Grade I. should be given marked attention in this matter of absences.

As the higher grades are reached the percentage of pupils absent more than 50 half days decreases, until it reaches its lowest point in Grade VIII., where only one out of every eleven pupils shows this excessive absence.

### SIZE OF CLASSES

An arbitrary standard dividing the classes into three sizes—those containing less than 40 pupils, those having from 40 to 50 and a third having over 50 pupils—brings out the fact that the greatest percentage of the large sized classes is found in Grade I. and the smallest percentage of those classes in Grade VIII.

In Grade I. 35% of the classes contain over 50 pupils and 77% contain over 40 pupils, while in Grades VI., VII., VIII., 41%, 40% and 35% respectively, of the classes have more than 40 pupils.

All the data tabulated for this study bears evidence against the efficiency of such conditions. Grade I., made up as it is of pupils unfamiliar with school work, having the lowest rate of promotion, the highest rate of elimination and the greatest percentage of absentees and indifferent pupils, calls for an arrangement which will make it possible for children in this grade to receive the maximum of individual attention. This being obviously impossible with large sized classes, it is suggested that for this grade the classes be made smaller or that assistants be employed in all the large classes.

### AGE AT GRADUATION

According to the age-grade standard employed in this study, 13 to 14 years is the normal age for entering Grade VIII. and from 14 to 15 years is the normal age for the completion of the grade. On this basis, out of the 873 pupils graduating, 500 or 57% completed the elementary school course at or before the normal age and 373 or 43% were older than the normal age at the time of graduation.

Of the 59 graduating from the Patterson school, 21 or 36% were of normal age or under and 64% were above the normal age.

In themselves the above figures do not reflect the efficiency or inefficiency of the school system. They merely show that so many pupils graduated this year and that of this number a certain proportion were older than normal,—that in spite of this latter fact these children remained to complete the elementary school course.

But what percentage of the original entrants to this class eight years ago does the present graduating class represent?

How many dropped out before reaching the eighth grade? How old were these "over normal age" pupils when they entered school? How many years were required by them to complete their elementary education?

The answers to these questions would provide a basis for judging the efficiency of the schools, but such information could be derived from individual record cards only. A card is made out for each pupil upon entering school and follows him throughout the school course. Such permanent record cards would be a valuable addition to present school methods.

### **AGE VARIATION**

One of the results of over-age, non-promotion and late entrance to school makes itself evident in the great variation in age to be found among children in the same grade. Pupils whose ages vary as much as ten years find themselves in the same grades and in the same classes receiving the same instruction.

In Grade I. the difference in ages between the youngest and oldest children is ten years; in Grades III. and IV. it is eight years, in Grades II. and V., nine years and in the three upper grades we find a range of six years.

Under such conditions it is impossible to do effective work for all the children—the interests of some must be sacrificed.

The classes for over-age children to be started next September should do much towards remedying these conditions.

### **PATTERSON SCHOOL**

Because of the fact that promotions occur semi-annually in the four upper grades of the Patterson school, it was thought advisable to make separate tabulations for these grades. A percentage comparison with the results found in the four upper grades of the other schools follows:

#### **OVER-AGE**

	Younger than Normal	Normal	Older than Normal
4 Upper Grades			
Patterson School -----	24%	26%	50%
Other Schools -----	9%	35%	56%

#### **PROGRESS**

	Less Than Normal Time in Grade	Normal	Longer Than Normal Time
4 Upper Grades			
Patterson School -----	—	98%	2%
Other Schools -----	3%	92%	5%

#### **PROMOTION AND NON-PROMOTION**

	Promotion	Non-Promotion	Dropping Out
4 Upper Grades			
Patterson School -----	87%	8%	5%
Other Schools -----	86%	6%	8%

## PROMOTION RATE IN EACH SCHOOL

70% 80% 90% 100%

WHITTIER



VAN CLEVE



SCHILLER



FRANKLIN



RUSKIN



IRVING



GARFIELD



LONGFELLOW



PATTERSON



ALLEN



MCKINLEY



JACKSON



WASHINGTON



EMERSON



WEBSTER



HAWTHORNE



HUFFMAN



CENTRAL



WEAVER



HARRISON



WILLARD



EDISON



70% 80% 90% 100%

## FINDINGS BY SCHOOLS

A study of the data discloses the great variations existing among the schools in the degree of over-age, progress, promotion and nature of failures.

Over-age ranges from 27% in the Van Cleve school to 62% in the Webster school; of children in the grade longer than the normal time the rate goes from 2% in the Van Cleve to 17% in the Webster; non-promotion from 2% in the Van Cleve to 15% in the Edison, the Webster having 14% of non-promotions.

Does the reason for this wide difference lie entirely within the schools? To what extent is the pupil's environment outside of the school responsible?

In an effort to learn what relation may exist between school problems and home conditions a study was made of the records of the Associated Charities. It was found that out of 227 families which this association had under observation for periods ranging from one to nine months during the last school year, the distribution of families among the school districts was as follows: Webster, 32; Washington, 28; Emerson, 24; Allen and Garfield, 17; Willard, 16; Weaver, 15; Edison, 14; Central, 12; Huffman, 11; Irving, 10; Hawthorne, 8; Longfellow and Ruskin, 4; Patterson, 3; McKinley, Van Cleve, Harrison and Schiller, 2; Jackson, 1. These families had children attending the public schools or children of school age who should have been in school.

No attempt is made here to draw definite conclusions from this meagre family study, but the detailed findings following may suggest lines of investigation which will disclose some fundamental causes of over-age, non-promotion and irregular attendance.

In these 227 families, while under observation, were found 556 children of school age, 472 of whom attended school. Of the 84 not attending school, 30 had dropped out, 20 going to work.

The greater number of these families, 161, came from the following eight school districts—Webster, Washington, Emerson, Allen, Garfield, Willard, Weaver and Edison. These eight districts contained 56 of the 84 children who were not attending school; 164 out of the 216 children having poor attendance; 64 of the 89 children absent on account of personal illness; 35 out of the 54 attending irregularly on account of parental indifference, and 180 out of 228, showing poor attendance due to "social maladjustment." The latter includes a complication of primary causes such as intemperance, shiftlessness, and non-employment on the part of the parents, of which, in 89 cases, the secondary cause was found to be the lack of proper clothing for the children.

According to the tabulations it is found that the eight above mentioned schools appear at or near the head of the list in the matter of over-age, non-promotion, slow progress and absences of pupils. It is true that other schools, among them the Harrison, Jackson and McKinley, also make an unfavorable showing; but taking the Associated Charities'

records as a basis, the evidence is sufficiently strong to indicate, at least, that home environment is responsible for a greater measure of the problems in these eight schools than in any of the others; that in these eight districts are to be found more parents who are indifferent to the educational welfare of the children, and more children who are deprived of the full benefits of the schools because of social maladjustment.

What is being done in the schools to offset the handicap of unfavorable home conditions?

What measures are being taken to bring these children to school and to keep them there?

As each school has its own problems to meet no panacea can be applied; but in schools where the difficulty seems to be the indifference of the parents, it is suggested that a closer relationship be established between the teacher and parent and that the co-operation of the social agencies, whose aid may be of value in remedying home conditions, be enlisted.

Suggestions of possible benefits to be derived from working hand in hand with such agencies, may be gained from the following specific cases found in the records of the Associated Charities:

A girl of 12 was out of school for two years because of the refusal of the parents to have the child vaccinated. The case was brought to the attention of a social agency on February 12, 1914. After one week's work with the mother, by a tactful visitor, the child was vaccinated and entered school.

Might not the co-operation between home, social agency and school have prevented this two years' loss of school work? Or might not a tactful school nurse be of service in such cases?

One boy was out of school three years because it was necessary that he care for his blind mother.

Another boy was irregular in attendance because he was needed at home to care for the baby while the mother was at work.

Earnest and efficient co-operation between school and social agency might have devised a plan whereby the mothers could have been cared for and the children returned to school.

A family with three children of school age arrived in Dayton in October 1913. The children did not enter school until February 1914.

A second family with a girl of 14 came to Dayton, December 6, 1913. Until the family left the city in June 1914, the girl was not in school but worked in a factory.

Would not more emphasis upon getting in to school, children coming from another city, prevent recurrences of the above instances?

Compared to conditions in 1913, seventeen of the twenty-two schools show an increase in over-age, the most notable being in the Irving and Harrison schools. In the former the proportion of over-age last year was 37 out of every hundred pupils; in 1914 it jumped to 59 out of every hundred, an increase of 66.5%; in the Harrison school 42 out of every hundred pupils were over-age in 1913, and in 1914, 60 out of every hundred, an increase of 43%.

Promotion rates decreased in fourteen of the twenty-two schools, the greatest decrease occurring in the Harrison, where in 1913 95 out of every hundred pupils were promoted, and in 1914 only 77 out of every hundred were advanced. The Harrison also shows the heaviest increase in the dropping out of pupils. Last year 1 out of every hundred dropped out of school, whereas this year 1 out of every nine pupils dropped. The Central and the Webster schools show notable decreases in this regard. In the former dropping out was cut in two, in the latter from 18 out of a hundred to 5 out of a hundred.

Fundamental causes for these increases and decreases and wide variations among schools must be determined from intensive studies in each school. It seems plainly evident, that the school course as planned now, is better adapted to such schools as the Van Cleve and Longfellow where conditions in over-age, promotions, etc., are consistently favorable; what modifications, adjustments, and remedial measures are necessary to meet the unusual conditions cannot be learned except thru such an investigation of each school.



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